

Missouri Department of Elementary and Secondary Education Special Education District Profile

The Learning District (999-999)

NOTE TO DISTRICTS: This report will be posted on DESE public website mid-November. Please review carefully and make corrections on Core Data Screens prior to November 1. Any suggestions for improving the readability or understandability of this report would be appreciated and can be emailed to mary.corey@dese.mo.gov.

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a six-year plan that includes targets for student performance indicators and improvement activities designed to enable districts and the state to meet those targets. States are also required to publicly report on the performance of each local education agency (LEA) in relation to the targets established in the SPP. The State Performance Plan can be found online at: <http://www.dese.mo.gov/divspeced/PDF/PartB-SPPMissouri.pdf>.

The purpose of this profile is to:

- a. Provide information to the public which addresses the performance of local education agencies for the SPP Indicators
- b. Address other outcome measures for students receiving special education services.

Page 1 of this profile summarizes whether the LEA met or did not meet the targets for each performance indicator. The remaining pages provide additional data for the SPP indicators (noted as "SPP #").

Students with disabilities are those students who qualify for special education services and who have an Individualized Education Plan (IEP). Data sources are provided for each table included in this profile, however most of the data are reported by the LEAs directly to DESE.

Questions? Please contact the Division of Special Education - Data Coordination at 573-526-0299 or webreplypedc@dese.mo.gov.

SPP Targets and District Status

SPP Indicator*		District Data 2005-06	Target 2005-06	Target 2010-11
Early Childhood Special Education Data				
SPP 6	Percent of children ages 3-5 with IEPs in settings with typically developing peers	28.16%	Not Met	≥ 43.0% ≥ 50.0%
SPP 12	Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays	100.00%	**	= 100.0% = 100.0%
Child Count and Placement Data				
SPP 5a	Percent of children with IEPs removed from regular class < 21% of the day	66.69%	Met	≥ 59.0% ≥ 64.0%
SPP 5b	Percent of children with IEPs removed from regular class > 60% of the day	7.38%	Met	≤ 11.0% ≤ 10.5%
SPP 5c	Percent of children with IEPs served in segregated settings	1.35%	Met	≤ 3.5% ≤ 3.2%
SPP 9/10	Was district identified as having disproportionality of racial/ethnic groups in special education that is the result of inappropriate identification?		***	
Assessment Data				
SPP 3b	Participation rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) - "Met" if participation rate at least 95%	95.90%	Met	= 100.0% = 100.0%
SPP 3b	Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) - "Met" if participation rate at least 95%	97.87%	Met	= 100.0% = 100.0%
SPP 3c	Proficiency rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11)	17.86%	Not Met	≥ 34.7% ≥ 75.5%
SPP 3c	Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10)	19.08%	Not Met	≥ 26.6% ≥ 72.5%
Evaluation Data				
SPP 11	Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days	99.38%	**	= 100.0% 100.0%
Suspension/Expulsion Data				
SPP 4a	Was district identified as having significant discrepancies in suspension/expulsion rates?		***	
Secondary Transition Data				
SPP1	Graduation rate for students with disabilities	78.46%	Met	≥ 73.0% ≥ 78.5%
SPP 2	Dropout rate for students with disabilities	3.41%	Met	≤ 4.7% ≤ 3.8%
SPP 13	Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	33.33%	**	= 100.0% 100.0%
SPP 14	Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	80.77%		

* Only those indicators for which data are available and/or targets have been established are included in this summary

** Data are collected from districts in the year prior to their MSIP review, so data is not available for all districts. For districts with data, the met/not met call is pending finalization of compliance desk review of district data

*** These determinations have not yet been made

Early Childhood Special Education (ECSE) Data

Early Childhood Special Education Child Count and Participation Rates

The following indicates the number of children who are eligible to receive early childhood special education services.

Total Early Childhood 3-pK5		
	Child Count	Participation Rate
2003-04	167	13.78%
2004-05	215	17.74%
2005-06	178	14.69%
State 2005-06	10,894	5.39%

Source: District reported data from Core Data Screen 11 and census data
Participation Rate = Child Count / Census

Early Childhood Special Education Placements (ages 3-pK5)

The following indicates the settings in which children are receiving early childhood special education services.

Placements	2003-2004		2004-2005		2005-2006		State 2005-2006
	#	%	#	%	#	%	%
Home*	1	0.60%	0	0.00%	1	0.56%	1.52%
Part-time EC / Part-time ECSE Setting*	1	0.60%	2	0.93%	0	0.00%	9.47%
Early Childhood Setting*	20	11.98%	24	11.16%	11	6.18%	16.29%
Itinerant-Outside the Home	32	19.16%	52	24.19%	42	23.60%	27.92%
EC Special Education Setting	113	67.66%	128	59.53%	113	63.48%	43.45%
Separate School	0	0.00%	9	4.19%	11	6.18%	1.33%
Residential Facility	0	0.00%	0	0.00%	0	0.00%	0.01%
Total Early Childhood	167	100.00%	215	100.00%	178	100.00%	5.39%
Subtotal for placements with typically developing peers (ages 3-pk5)*	22	13.17%	26	12.09%	12	6.74%	27.29%
Subtotal for placements with typically developing peers ages 3-5 (SPP 6)**					69	28.16%	44.70%

Source: District reported data from Core Data Screen 11

Percentage = Placement / Total Placements

*Placements with "typically developing peers" includes: Home; Part-time early childhood / part-time ECSE Setting; Early Childhood Setting

** The SPP indicator refers to all children ages 3-5 which includes some children in kindergarten. This data is reported to meet SPP reporting requirements only. The conversion of school-age to ECSE placements follows: Private Residential Facility to Residential Facility; Homebound/Hospital to Home; Outside Regular Class 21-60% to Part-time EC/Part-time ECSE Setting; Outside Regular Class <21% to Early Childhood Setting; Outside Regular Class >60% to EC Special Education Setting; Private/Public Separate (Day) Facility to Separate School

Transition from First Steps (Part C)

For children referred from the First Steps program, districts are required develop and implement an IEP by the third birthday.

The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthday (SPP 12)

Reporting Year	Number referred	IEPs developed	Percent developed	State
2005-06	36	36	100.00%	94.7%

Source: Data are collected from districts in the year prior to MSIP review; therefore not available for all districts every year

Statewide reporting includes approximately 1/5 of all school districts in the state each year

* Pending finalization of the Special Education Compliance review

Early Childhood Outcome Data (SPP 7)

Districts are beginning to collect these data in the 2006-07 school year. Data will be included in this report as it becomes available.

Child Count and Placement Data

Child Count (5k-21) and Parentally-Placed Private School Students (PPPS)

The following table indicates the number and incidence rate of students with disabilities by disability category

Disability Category	Total	PPPS	Total Excluding PPPS	Incidence Rate 2005-06	State 2005-06
Mental Retardation	46	0	46	0.48%	1.36%
Emotional Disturbance	119	0	119	1.24%	0.93%
Speech/Language Impairment	591	38	553	5.75%	3.97%
Orthopedic Impairment	3	0	3	0.03%	0.07%
Visual Impairment	5	0	5	0.05%	0.05%
Hearing Impairment	28	1	27	0.28%	0.14%
Specific Learning Disabilities	361	2	359	3.73%	5.81%
Other Health Impairment	200	1	199	2.07%	1.61%
Deaf/Blindness	0	0	0	0.00%	0.00%
Multiple Disabilities	11	0	11	0.11%	0.13%
Autism	60	0	60	0.62%	0.43%
Traumatic Brain Injury	5	0	5	0.05%	0.05%
Young Child w/ Developmental Delay	48	2	46	0.48%	0.17%
Total	1,477	44	1,433	14.89%	14.42%

Source: District reported data on Core Data Screens 11 and 16 as of December 1

Incidence rate = Total excluding PPPS / enrollment

School-age Placements

The following table indicates the amount of time that students with disabilities are removed from the general education classroom for special education services

Placement Categories	2003-2004		2004-2005		2005-2006		State 2005-2006
	#	%	#	%	#	%	%
Outside Regular Class <21% (SPP 5a)	784	64.42%	924	67.54%	985	66.69%	58.14%
Parentally Placed <21%	N/A	N/A	N/A	N/A	44	2.98%	
Outside Regular Class 21-60%	301	24.73%	327	23.90%	319	21.60%	27.11%
Parentally Placed 21-60%	N/A	N/A	N/A	N/A	0	0.00%	
Outside Regular Class >60% (SPP 5b)	105	8.63%	101	7.38%	109	7.38%	11.13%
Parentally Placed >60%	N/A	N/A	N/A	N/A	0	0.00%	
Private Separate (Day) Facility*	10	0.82%	12	0.88%	15	1.02%	0.71%
Public Separate (Day) Facility*	1	0.08%	0	0.00%	3	0.20%	1.48%
Homebound/Hospital*	16	1.31%	4	0.29%	2	0.14%	0.49%
Private Residential Facility*	0	0.00%	0	0.00%	0	0.00%	0.01%
Total School Age	1,217	100.00%	1,368	100.00%	1,477	100.00%	100.00%
Total of Separate Placements* (SPP 5c)	27	2.22%	16	1.17%	20	1.35%	2.69%

Source: District reported data on Core Data Screen 11

**Total Separate" includes: Private/Public Separate Facilities; Homebound/Hospital and Private Residential Facilities

Percent of Students by Race/Ethnicity

The following table indicates the percentage of students by race for total district enrollment, special education child count and disability categories

	White %	Black %	Hispanic	Asian %	Indian %	Total %
Total Enrollment (K-12)	88.99%	7.97%	1.45%	1.37%	0.22%	100.00%
Total Child Count (3-21)	86.28%	10.76%	1.57%	1.21%	0.18%	100.00%
Mental Retardation	78.26%	15.22%	6.52%	0.00%	0.00%	100.00%
Emotional Disturbance	82.35%	15.97%	0.84%	0.00%	0.84%	100.00%
Speech/Language Impairment	86.78%	10.58%	1.32%	1.32%	0.00%	100.00%
Specific Learning Disability	85.87%	11.63%	1.66%	0.83%	0.00%	100.00%
Other Health Impairment	87.00%	11.50%	1.00%	0.00%	0.50%	100.00%
Autism	95.00%	5.00%	0.00%	0.00%	0.00%	100.00%

Source: District reported data on Core Data Screens 11 and 16

Student Assessment, Evaluation and Parent Involvement Data

Missouri Assessment Program (IEP MAP and MAP-Alternate) (SPP 3b and 3c)

The following table indicates statewide assessment results for students with disabilities

2005-06 IEP MAP and MAP-A	Grade	Accountable	Participation Rate	Proficient or Advanced Percent	State Proficient or Advanced Percent
Communication Arts	3	159	96.9%	27.3%	23.5%
Communication Arts	4	141	95.0%	24.6%	21.8%
Communication Arts	5	143	100.0%	18.9%	18.7%
Communication Arts	6	107	99.1%	4.7%	14.6%
Communication Arts	7	106	91.5%	14.4%	12.3%
Communication Arts	8	95	93.7%	13.5%	11.0%
Communication Arts	11	78	92.3%	12.5%	10.2%
Communication Arts	3-5	443	97.3%	23.7%	21.3%
Communication Arts	6-8	308	94.8%	10.6%	12.6%
Communication Arts	All	829	95.9%	17.9%	16.3%
Mathematics	3	158	98.7%	27.6%	29.0%
Mathematics	4	141	99.3%	27.9%	25.4%
Mathematics	5	143	99.3%	20.4%	20.9%
Mathematics	6	106	99.1%	13.3%	17.7%
Mathematics	7	105	94.3%	15.2%	14.3%
Mathematics	8	95	96.8%	8.7%	14.3%
Mathematics	10	98	95.9%	10.6%	13.0%
Mathematics	3-5	442	99.1%	25.3%	25.1%
Mathematics	6-8	306	96.7%	12.5%	15.0%
Mathematics	All	846	97.9%	19.1%	18.9%

Source: MAP Assessment - includes MAP and MAP-A results

District Adequate Yearly Progress (AYP) for Students with Disabilities (SPP 3a)

Student assessment data is evaluated for AYP purposes for a specific subgroups of students, one of which is students with disabilities.
For district AYP status, refer to School Data and Statistics website: <http://www.dese.mo.gov/schooldata/>

Initial Evaluation Timelines

Districts are required to complete initial evaluations and determine eligibility within 60 days from referral to special education.
The following table reflects the percent of children who, with parental consent, were determined to be eligible for special education services within 60 days (SPP 11)

Reporting Year	Number evaluated	Number within acceptable timelines	Percent within acceptable timelines*	State 2005-2006
2005-06	162	161	99.4%	92.02%

Note: Data collected from districts in year prior to MSIP review; therefore not available for all districts every year

Statewide reporting includes approximately 1/5 of all school districts in the state

*Pending finalization of the Special Education Compliance review

Parent Survey Data

Parents are asked about their level of involvement with their children's education on the MSIP Parent Survey. The following table indicates the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities (SPP 8)

Reporting Year	Total Responses	Number Agree/ Strongly Agree	% Agree/ Strongly Agree	State 2005-2006
2005-06	NA	NA	NA	NA

Source: MSIP Parent Advance Questionnaire

Note: Data collected from districts in year prior to MSIP review; therefore not available for all districts every year

Statewide reporting includes approximately 1/5 of all school districts in the state

*Pending results of the Special Education Compliance data review

Suspension/Expulsion Data - NOTE TO DISTRICTS: These data will likely not be included in the public report, however the public report will include a determination of whether the district was identified as having a significant discrepancy in rates for students with disabilities compared to nondisabled students. This would be determined based on a "Ratio" of approximately 3.5 or greater (varies by year) in the OSS Incidents > 10 Days section (in bold below).

Suspension/Expulsion Data (SPP 4a)

School Year 2005-2006	District					State				
	Students IEP		Students NonIEP		Ratio	Students IEP		Students NonIEP		Ratio
	#	Rate per 100	#	Rate per 100		#	Rate per 100	#	Rate per 100	
OSS - All	197	11.9	410	5.1	2.31	15,095	10.5	47,753	6.3	1.67
OSS > 10 Days	5	0.3	40	0.5	0.60	929	0.6	2,816	0.4	1.74
ISS - All	297	17.9	956	12.0	1.50	19,152	13.4	75,463	10.0	1.34
ISS > 10 Days	0	0.0	0	0.0	NA	86	0.1	254	0.0	1.79
Total OSS and ISS	494	29.8	1,366	17.1	1.74	34,247	23.9	123,216	16.3	1.47
	Incidents IEP		Incidents nonIEP		Ratio	Incidents IEP		Incidents nonIEP		Ratio
	#	Rate per 100	#	Rate per 100		#	Rate per 100	#	Rate per 100	
	#	Rate per 100	#	Rate per 100		#	Rate per 100	#	Rate per 100	
OSS - All	430	26.0	822	10.3	2.52	30,693	21.4	86,850	11.5	1.87
OSS > 10 Days	5	0.3	43	0.5	0.56	1,011	0.7	3,014	0.4	1.77
ISS - All	946	57.2	2,141	26.9	2.13	50,399	35.2	176,696	23.4	1.51
ISS > 10 Days	0	0.0	0	0.0	NA	91	0.1	277	0.0	1.74
Total OSS and ISS	1,376	83.1	2,963	37.2	2.24	81,092	56.6	263,546	34.8	1.63

Suspension/Expulsion Data by Race (SPP 4b)

School Year 2005-2006	District					State				
	Students IEP		Students NonIEP		Ratio	Students IEP		Students NonIEP		Ratio
	#	Rate per 100	#	Rate per 100		#	Rate per 100	#	Rate per 100	
Total OSS and ISS - Asian	1	5.0	10	8.9	0.56	135	12.5	892	6.8	1.83
Total OSS and ISS - Black	124	69.7	236	40.1	1.74	13,364	46.1	38,761	28.9	1.60
Total OSS and ISS - Hispanic	6	23.1	32	28.1	0.82	620	22.3	3,693	14.7	1.52
Total OSS and ISS - Indian	1	33.3	1	5.6	6.00	185	38.3	591	18.7	2.05
Total OSS and ISS - White	362	25.4	1,087	15.2	1.66	22,537	20.5	76,466	13.2	1.56
	Incidents IEP		Incidents nonIEP		Ratio	Incidents IEP		Incidents nonIEP		Ratio
	#	Rate per 100	#	Rate per 100		#	Rate per 100	#	Rate per 100	
	#	Rate per 100	#	Rate per 100		#	Rate per 100	#	Rate per 100	
Total OSS and ISS - Asian	1	5.0	11	9.8	0.51	269	24.9	1,689	12.9	1.93
Total OSS and ISS - Black	389	218.5	533	90.5	2.42	32,283	111.5	85,641	63.9	1.74
Total OSS and ISS - Hispanic	20	76.9	96	84.2	0.91	1,373	49.4	7,357	29.2	1.69
Total OSS and ISS - Indian	1	33.3	3	16.7	2.00	380	78.7	1,266	40.1	1.96
Total OSS and ISS - White	965	67.6	2,320	32.5	2.08	53,031	48.2	163,079	28.1	1.72

Source: District reported data on Core Data Screens 9, 11 and 16

is the number of students or incidents reported; rate is the rate per 100 students; Ratio is the rate for IEP/rate for nonIEP

ISS All = Any incident resulting in an in-school suspension

ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days

OSS All = Any incident resulting in an out of school suspension

OSS >10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days

OSS includes out of school suspensions, expulsions or unilateral removals

Secondary Transition Data

Graduation / Dropout Data for Students with Disabilities

The following table indicates the numbers and percents of students with disabilities who graduate or drop out from school

	2003-04	2004-05	2005-06	*State 2005-06
Graduation data (SPP 1)				
Number of students with disabilities who graduated	50	52	51	6,277
Graduation rate for students with disabilities	64.94%	60.47%	78.46%	73.31%
Dropout data (SPP 2)				
Number of students with disabilities ages 14 - 21	351	384	411	46,723
Number of students with disabilities who dropped out	27	34	14	2,285
Dropout rate for students with disabilities	7.69%	8.85%	3.41%	4.66%

Source: District reported data on Core Data Screens 12 and 11

Graduation rate = Graduates / (Graduates + Dropouts) x 100

Dropout rate = Dropouts / 14-21 Child Count x 100

For students ages 14-21 the following exit categories are combined for the number of dropouts: 03-Received a Certificate, 04-Reached Max Age,

07-Moved, Not known to continue and 08-Dropped out

NA - Elementary districts do not report their high school students. They will not have a graduation or dropout rate.

*Totals exclude data reported by Dept of Corrections and Division of Youth Services

Secondary Transition Plans

IEPs must include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. The following data show the percent of youth age 16 and above with a transition plan that meets these requirements as determined by file review of a sample of IEPs (SPP 13).

Reporting Year	Total Reviewed	Number Met	Percent Met*	State 2005-06
2005-06	6	2	33.3%	31.2%

Note: Data collected from districts in year prior to MSIP review; therefore not available for all districts every year

Statewide reporting includes approximately 1/5 of all school districts in the state

* Pending finalization of the Special Education Compliance review

Follow-up on Previous Year's Graduates (IEP) (SPP 14)

Districts are required to follow-up with all graduates six months after graduation. The following table indicates the district-reported data.

	2004 Graduates		2005 Graduates		State 2005 Graduates	
	#	%	#	%	#	%
4 - Year College	3	6.00%	4	7.69%	704	11.26%
2 - Year College	16	32.00%	13	25.00%	1,395	22.31%
Non - College	0	0.00%	6	11.54%	386	6.17%
Military	3	6.00%	1	1.92%	188	3.01%
Employment	15	30.00%	18	34.62%	2,230	35.67%
Other	6	12.00%	8	15.38%	631	10.09%
Unknown	7	14.00%	2	3.85%	503	8.05%
Total Employed / Continuing Education	37	74.00%	42	80.77%	4,903	78.42%
Total Follow-up	50	100.00%	52	100.00%	6,037	0.00%
Not reported	0	0.00%	0	0.00%	215	3.44%
Total Graduates	50	100.00%	52	100.00%	6,252	100.00%

Source: District reported data on Core Data Screen 08

Total Employed & Continuing Education = Sum of 4-year and 2-year college, non-college, military and employment / graduates

